DOCUMENT RESUME

ED 137 965 EA 009 444

AUTHOR Frucci, John
TITLE The Principal as a Key Member of the Management Team.
PUB DATE Mar 77
NOTE 8p.; Paper presented at the Annual Meeting of the National School Boards Association (37th, Houston, Texas, March 26-29, 1977)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Administrative Personnel; Administrator Role; *Decision Making; *Educational Administration; Educational Policy; Elementary Secondary Education; *Participation; Principals; School Districts; *Team Administration

ABSTRACT

All levels of the management team, from building principals through the superintendent, must participate in the development of management policies and concepts. Membership on the administrative team should include all central office personnel who have duties that directly or indirectly affect the operations of the individual schools. The role of the central office staff must be one of supporting the building administrators (principals and assistant principals) and their staffs in educating young people. The author outlines an administrative team design that allows building administrators to work with the central office in policy development. He describes the composition, role, operation, and decision-making processes of an administrative team. The emphasis here is on participation in decision-making. (Author/DS)

**********
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
**********

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

SPEAKER Frucci, John CLINIC NO. D63 PROGRAM p. 44

NSBA

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED137965

The Principal As A Key Member Of The Management Team

In order to speak of membership on the management team one must first define what is to be managed. Many times we in education fail to study the type of operation we expect our management teams to manage. Too often we look at the operation as being central office administrators overseeing building administrators. Implying, central office administrative teams are to develope policy and watch-dog the building administrative teams as they are trying to live within these policies. This is a concept of controlling the building administrators without allowing them to manage.

It would be advantageous for those involved in school management to study business and its managements forms. Generally, boards, central office management, and plants or branch management, work together to develope policies which are intended to govern the operation of the firm. The main point here is that all levels of the management team must participate in the development of the management policies and concepts. This insures that all involved will own a piece of the action. It also allows for front line administrators, those that are held to be accountable, to have the opportunity for input into over all management development. Our school systems should be managed with this concept in mind, as their structure usually is that of a board, central office administrative team, and a building administrative team design.

Membership on the management team should include all central office personnel who have management duties that directly or indirectly affect the operations of the individual buildings and the principal and assistant principals of each buildings. The role of the central office staff must be related to supporting the building administrators and their staffs in educating young people. With this in mind, the management team should have a functional design that allows building administration teams to work with

EA 009 111

the central office administrative teams in the development of polices, rules, and regulations that allow for students to be educated.

Within this framework it is important that each management team members role be clearly defined as to who has the approval power, who must be consulted, who must be informed, and who has the responsibility for carrying the task out. The interface between all levels and areas of management must be clearly defined. It is not only important that the interface between building management and central office management be defined but the interface between the members of the central office team must be defined as well as the interface between the members of the building management team. When each member of the toal district management team understands their role and the role of the other team members then, and only then, will the management team concept work.

The school boards position in this type of management team concept must be one of giving the management team the responsibility for developing school district policy, rules, and regulations for presentation to the school board for questioning and approval. This does not preclude the school board from initiating the development of policy. It only requires that people who were hired to manage the school district must do the research and writing necessary for good policy to be developed. A school board should be in position to demand that the management team that has described carry out the approved district policies with as little conflict as possible.

In looking at the policy development from a principals perspective, the number one concern is democratic participation in the development so ownership can be obtained. If the principal is to be held accountable for carrying out these policies or if such policies are going to affect the operation of the educational climate in the principals building, it is important that the principal have input into the policies either through

consultation or approval.

In my estimation the following administrative team model allows for good policy development to take place. One must realize that in this model the ultimate approval of all school district policy, rules, and regulations remain with the school board.

This model was developed by the central office administrators and the building administrators of the Central Valley School District with a great deal of encouragement from the Central Valley School Board.

The project was begun in the fall of 1975 and was put into operation in the fall of 1977. Here then is the "Central Valley Administrative Team Model":

"ADMINISTRATIVE TEAM"

1. Administrative team members are:
   - A. Superintendent (Chairperson)
   - B. Assistant Superintendent (Assistant Chairperson)
   - C. Assistant Superintendent - instruction
   - D. Supervisor of Secondary Education
   - E. Supervisor of Elementary Education
   - F. Supervisor of Pupil Services
   - G. Supervisor of Personnel
   - H. Business Manager
   - I. Principals
   - J. Assistant Principals

   All team members except the chairperson are voting members.

   All other administrators and supervisors (certificated and classified) of the district shall be considered as resource personnel for

the organization of said team.

2. Role of the Administrative Team:

In the development of district policy and/or the determination of how to implement district policy, the Administrative Team must be informed and/or consulted. In resolving or dealing with critical issues, with district-wide implication, other than the above, the Administrative Team must be informed (I) or consulted (C).

The Administrative Team will operate within the RACI Model with the following arrangement:

A. Pursuant to identification of an area or topic of concern, an R may be assigned by the person with approval authority or if not assigned, then the R may be placed, based upon Administrative Team consensus.

B. The person with the R designates the IC's.

C. When the Administrative Team reaches a consensus on the role of the RACI's, the person with the R will develop the Action Plan.

D. The action is carried out.

E. The person with the approval power acts on the recommendation.

F. Implementation is carried out.

The RACI Model is defined as follows:

Responsibility - if I have the "R", it is my responsibility to see that the job gets done.

Approval or Disapproval (veto power) - There is not usually an opportunity for an appeal. "A" represents a hurdle or roadblock before the task can be completed.

Consult - Before you come up with a final action plan or decision, get my advice, my opinion. Before your final action is taken, or your decision is made, inform me. It is possible to consult and inform during the same session.

Inform - You must tell me what you are going to do, either before you act or as soon as possible after you have acted.

3. Operation:

A. Each second and fourth Thursday between 1:00 p.m. and 3:00 p.m. will be reserved for Administrative Team meeting dates. The agenda shall be structured by the Superintendent and shall be distributed at least one day before the meeting.

B. The Superintendent or Assistant Superintendent shall chair all Administrative Team meetings.

C. The Team agenda shall be distributed to all of the district supervisors and administrators (certified and classified). The minutes of each group's meetings will be distributed in the same manner.

D. As topics for consideration are developed, individual involvement may occur through one of three avenues, each of which would operate through the RACI Model.

(1) Task Force - formed by any member of the Team - proposal presented to the total Team.

(2) Representative Group - formed by the Chairperson or Team

(3) Team Meetings - participation in discussion, reporting, etc.

E. Feedback to the Administrative Team from the Board of Directors is to be the responsibility of the Superintendent (Chairperson).

4. Process:

A. Informing or consulting the Administrative Team

(1) When a representative team or task force informs or consults the Administrative Team, the person responsible shall indicate in the agenda whether the team is being informed or consulted.

(2) Inform: The person responsible shall present the materials.

Team members may ask clarifying questions. Written suggestions may be given to the person responsible after the presentation. The person responsible may, or may not, accept these suggestions.

(3) Consult: The person responsible shall have a process prepared for reaching consensus on team feelings and suggestions.

There are many processes available that the person responsible can use. Some examples are:

1. 1 - 3 - 6 grouping
2. Brainstorming
3. Force field analysis

As the Administrative Team continues, skill with a greater number of processes will be acquired.

B. Revising this Administrative Team Document

(1) Any Administrative Team member who feels this document is in need of revision through alteration, addition, or deletion may form a task force to seek the proposed revision.

(2) The Administrative Team shall be consulted.

(3) The task force must accept Administrative Team consensus. If the Administrative Team consensus requires changes in the proposal, the task force must include these changes before seeking the Superintendent's approval of the revision.

At this time the Central Valley administrative team has developed management statements concerned with the operation of the Cnetral Valley School District. Each statement or general area was studied with appropriate RACI designations given. The out come has been a better understanding by team members as to who is responsible for what in relation to policy making and the carrying out of such policy within the district.

This model speaks to the concept that once a policy has been recommended to and approved by the school board it is the principals responsibility to carry out the policy under administrative rules and regulations making sure that the concept of approval, consultation and informing is followed. It is the principals responsibility along with the building management team to make decisions that will bring about a good management climate for educating students within their building.